

<b>Subject:</b> Spanish 3	<b>Calendar:</b> 2008-2009 School year	<b>Timeframe:</b> 1 <sup>st</sup> six weeks	<b>Level/Grade:</b> Secondary
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Exprésate 3: Spanish 3

**Unit Objectives for timeframe:** 1<sup>st</sup> six wks; Aug. 25-Oct. 3, 2008

The students will:

- 1) begin with a review of Spanish 2, and
- 2) watch a PowerPoint over subjunctive,

Chapter #1 *¡Adiós al verano!*

- Learn new Spanish chapter vocabulary
- Learn to use the new language laboratory
- Learn to make Spanish comparisons
- Learn to use Spanish demonstrative adjectives and pronouns

When they have completed this chapter, students will:

- Talk about the past in Spanish correctly
- Talk about what you liked and used to do
- Use the subjunctive accurately (commands)
- Employ the correct use of the simple past contrasted with the imperfect
- Learn how to express hopes, wishes
- Learn to ask for and give advice politely
- Learn to use negative words and time constructions properly in Spanish
- Learn to talk about the future

<b>Activity Type:</b> Presentation, audio-visual, language lab activities, vocabulary, cooperative learning, study/reading buddies; speaking, writing, culture	<b>TEKS:</b> 1a, b, c 2 a, b, c 3 a, b 4 a, b, c 5 a, b
<b>Materials:</b> <u>Exprésate 3</u> text, workbook, and reader, Teacher resources, and other realia	

<b>SE Modifications:</b> Time, shortened or modified tests	<b>Resources:</b> Language laboratory, LMC, PCs in classroom.	<b>TA TEKS:</b> Audio-visual, and new, state-of-the art! Language laboratory!!!
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<b>GT Modifications:</b> Extra credit projects	<b>Evaluation Methods:</b> Daily work, audio responses, quizzes, projects, presentations, oral assessments, research, tests
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<b>Subject:</b> Spanish 3	<b>Calendar:</b> 2008-2009 School year	<b>Timeframe:</b> 2nd six weeks	<b>Level/Grade:</b> Secondary
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Exprésate 3: Spanish 3

**Unit Objectives for timeframe:** 2<sup>nd</sup> six wks; Oct. 6-Nov. 7, 2008

The students will:

- 1) apply what they learned in chapter #1,
- 2) watch a teacher-made PowerPoint review over object pronouns,

Chapter #2 *¡A pasarlo bien!*

- Learn new Spanish chapter vocabulary
- Learn to use the imperfect
- Use **ir a** + infinitive for future
- Use object pronouns independently and together
- Use **nosotros** commands
- Use Spanish subjunctive with the unknown or non-existent

When they have completed this chapter, students will:

- Express interest and displeasure in Spanish
- Invite someone to do something
- Describe the “ideal” friend
- Express happiness and unhappiness in Spanish

See my picture in the Exprésate 3 textbook (Teacher’s Edition) p. 134!

<b>Activity Type:</b> Presentation, audio-visual, language lab activities, vocabulary, cooperative learning, study/reading buddies; speaking, writing, culture	<b>TEKS:</b> 1a, b, c 2 a, b, c 3 a, b 4 a, b, c 5 a, b
<b>Materials:</b> <u>Exprésate 3</u> text, workbook, and reader, Teacher resources, and other realia	

<b>SE Modifications:</b> Time, shortened or modified tests	<b>Resources:</b> Language laboratory, LMC, PCs in classroom.	<b>TA TEKS:</b> Audio-visual, and new, state-of-the art! Language laboratory!!!
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<b>GT Modifications:</b> Extra credit projects	<b>Evaluation Methods:</b> Daily work, audio responses, quizzes, projects, presentations, oral assessments, research, tests
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<b>Subject:</b> Spanish 3	<b>Calendar:</b> 2008-2009 School year	<b>Timeframe:</b> 3rd six weeks	<b>Level/Grade:</b> Secondary
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Exprésate 3: Spanish 3

**Unit Objectives for timeframe:** 3<sup>rd</sup> six wks; Nov. 10-Dec. 19, 2008

The students will:

- 1) apply what they learned in past chapters to this one,
- 2) watch a teacher-made PowerPoint review over future/conditional,

Chapter #3 *¡Todo Tiene Solución!*

- Learn new Spanish chapter vocabulary
- Learn more about the Spanish wish and will
- Learn about **verb and infinitive**
- Learn about subjunctive with wish or will
- Use Spanish future and conditional
- Learn to say “I wonder” in Spanish
- Make Spanish negations and denials

When they have completed this chapter, students will:

- Express an opinion and disagree
- Learn to make apologies and suggestions

<b>Activity Type:</b> Presentation, audio-visual, language lab activities, vocabulary, cooperative learning, study/reading buddies; speaking, writing, culture	<b>TEKS:</b> 1a, b, c 2 a, b, c 3 a, b 4 a, b, c 5 a, b
<b>Materials:</b> <u>Exprésate 3 text</u> , workbook, and reader, Teacher resources, and other realia	

<b>SE Modifications:</b> Time, shortened or modified tests	<b>Resources:</b> Language laboratory, LMC, PCs in classroom.	<b>TA TEKS:</b> Audio-visual, and new, state-of-the art! Language laboratory!!!
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<b>GT Modifications:</b> Extra credit projects	<b>Evaluation Methods:</b> Daily work, audio responses, quizzes, projects, presentations, oral assessments, research, tests
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<b>Subject:</b> Spanish 3	<b>Calendar:</b> 2008-2009 School year	<b>Timeframe:</b> 4th six weeks	<b>Level/Grade:</b> Secondary
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Exprésate 3: Spanish 3

**Unit Objectives for timeframe:** 4th six wks; Jan. 6-Feb. 20, 2009

The students will:

- 1) apply what they learned in past chapters to this one,
- 2) demonstrate an improvement in writing Spanish—describing favorites,
- 3) use color flashcards to review present progressive before moving on to new tenses,

Chapter #4 *¡Entre Familia!*

- Learn new Spanish chapter vocabulary
- Use **se** and **indirect object pronouns**
- Learn more about preterite tense and its uses
- Use present progressive tenses
- Learn about uses for present progressive and segue into past progressive
- Learn about the “perfect tenses”—present perfect, past perfect, future perfect. . .

When they have completed this chapter, students will:

- Learn to read a Spanish newspaper
- Learn to ask about and respond to and react to the latest news
- Comment about food and explain their favorite
- Learn how to explain and to give excuses

<b>Activity Type:</b> Presentation, audio-visual, language lab activities, vocabulary, cooperative learning, study/reading buddies; speaking, writing, culture	<b>TEKS:</b> 1a, b, c 2 a, b, c 3 a, b 4 a, b, c 5 a, b
<b>Materials:</b> <u>Exprésate 3 text</u> , workbook, and reader, Teacher resources, and other realia	

<b>SE Modifications:</b> Time, shortened or modified tests	<b>Resources:</b> Language laboratory, LMC, PCs in classroom.	<b>TA TEKS:</b> Audio-visual, and new, state-of-the art! Language laboratory!!!
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<b>GT Modifications:</b> Extra credit projects	<b>Evaluation Methods:</b> Daily work, audio responses, quizzes, projects, presentations, oral assessments, research, tests
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<b>Subject:</b> Spanish 3	<b>Calendar:</b> 2008-2009 School year	<b>Timeframe:</b> 5th six weeks	<b>Level/Grade:</b> Secondary
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Exprésate 3: Spanish 3

**Unit Objectives for timeframe:** 5<sup>th</sup> six wks; Feb. 23-Apr. 7, 2009

The students will:

- 1) apply what they learned in past chapters to this one,
- 2) demonstrate an affinity/proficiency for reading in Spanish
- 3) learn about 10 Spanish and Mexican artists

Chapter #5 *¡El arte y la música!*

- Learn new Spanish chapter vocabulary
- Use Spanish comparisons accurately
- Use the passive “se” and identify its use in newsprint
- Learn more about the subjunctive mood for hopes and wishes
- Apply the past perfect tense

When they have completed this chapter, students will:

- Learn to ask for and give opinions
- Introduce and change Spanish topics of conversations
- Learn to make suggestions and recommendations
- Learn to invite and decline invitations appropriately in Spanish
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[Spanish PAP 3:] Learn to identify 10 of the most well-known artists and work on sight

<b>Activity Type:</b> Presentation, audio-visual, language lab activities, vocabulary, cooperative learning, study/reading buddies; speaking, writing, culture	<b>TEKS:</b> 1a, b, c 2 a, b, c 3 a, b 4 a, b, c 5 a, b
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<b>SE Modifications:</b> Time, shortened or modified tests	<b>Resources:</b> Language laboratory, LMC, PCs in classroom.	<b>TA TEKS:</b> Audio-visual, and new, state-of-the art! Language laboratory!!!
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<b>GT Modifications:</b> Extra credit projects	<b>Evaluation Methods:</b> Daily work, audio responses, quizzes, projects, presentations, oral assessments, research, tests
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<b>Subject:</b> Spanish 3	<b>Calendar:</b> 2008-2009 School year	<b>Timeframe:</b> 6th six weeks	<b>Level/Grade:</b> Secondary
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Exprésate 3: Spanish 3

**Unit Objectives for timeframe:** 6<sup>th</sup> six wks; Apr. 20-June 9, 2009

The students will:

- 1) apply what they learned in past chapters to this one,
- 2) show a facility in the LMC and with technology usage in class,
- 3) review all types of the Spanish subjunctive and speak it in class often,

**Chapter #6 ¡Ponte al día!**

- Learn new Spanish chapter vocabulary
- Use indicative after expressions of certainty
- Learn to use Spanish subjunctive after expressions of doubt and disbelief
- Use indefinite expressions
- Learn about the gender of nouns
- Learn about the common use of **haber** and those forms we no longer use in Spanish but that which we continue to see in print

When they have completed this chapter, students will:

- Learn to use the present indicative in compound sentences
- Learn to ask about information and describe/explain where it was found
- Learn to talk about what they know and don't know

<p><b>Activity Type:</b> Presentation, audio-visual, language lab activities, vocabulary, cooperative learning, study/reading buddies; speaking, writing, culture</p>	<p><b>TEKS:</b> 1a, b, c 2 a, b, c 3 a, b 4 a, b, c 5 a, b</p>
<p><b>Materials:</b> <u>Exprésate 3 text</u>, workbook, and reader, Teacher resources, and other realia</p>	

<p><b>SE Modifications:</b> Time, shortened or modified tests</p>	<p><b>Resources:</b> Language laboratory, LMC, PCs in classroom.</p>	<p><b>TA TEKS:</b> Audio-visual, and new, state-of-the art! Language laboratory!!!</p>
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<p><b>GT Modifications:</b> Extra credit projects</p>	<p><b>Evaluation Methods:</b> Daily work, audio responses, quizzes, projects, presentations, oral assessments, research, tests</p>
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